

# ***THE SEMANTIC MAPPER***

***A COGNITIVE DEVELOPMENT APPROACH  
TO READING***

**TEACHER'S MANUAL**

by

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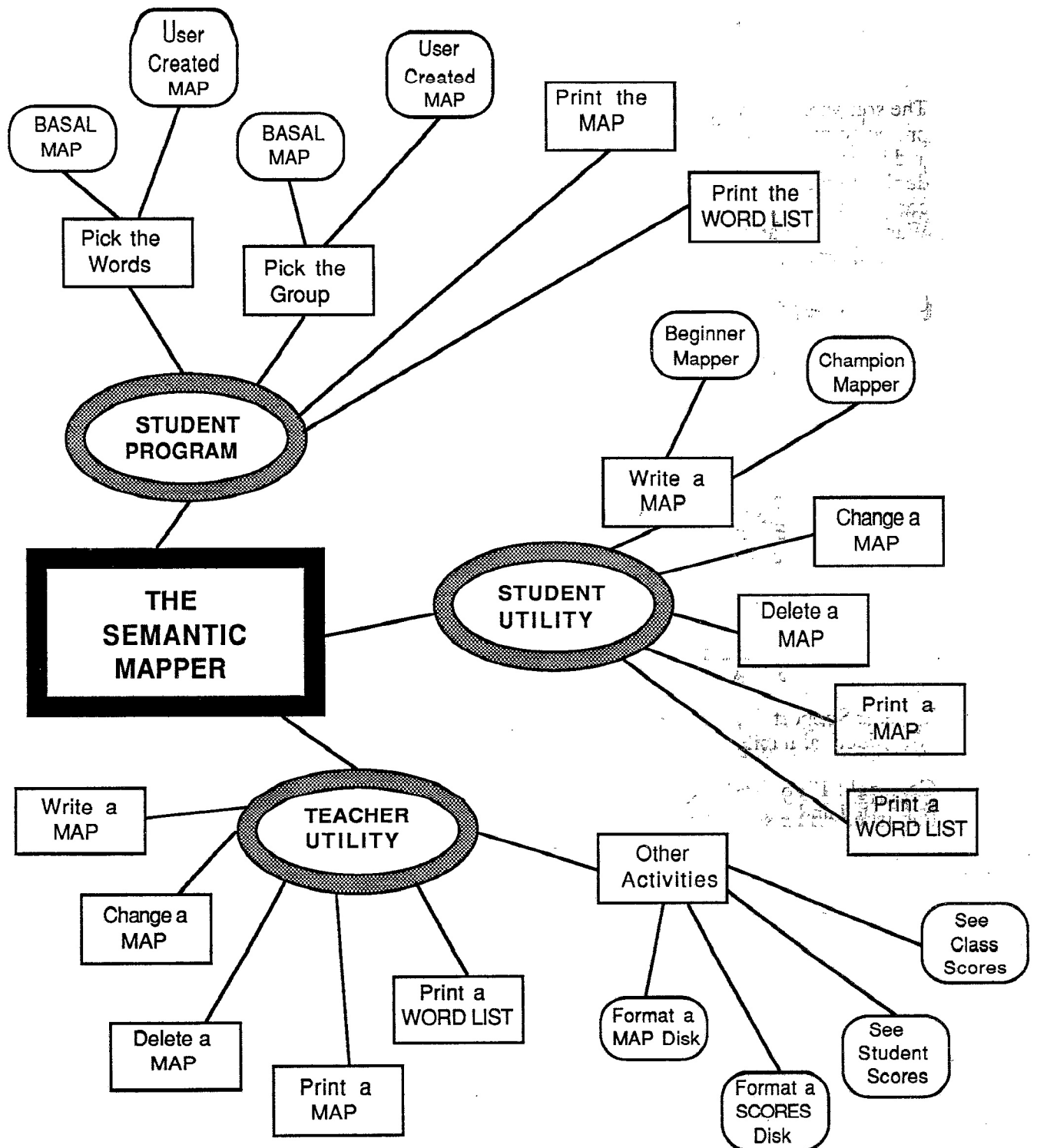
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# THE SEMANTIC MAPPER SCHEMATIC



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## A NOTE TO TEACHERS

*THE SEMANTIC MAPPER* is a two-pronged vocabulary development program:

1. a utility program which can be customized for vocabulary instruction in any classroom
2. a program which reinforces words from each story in grade levels 3-6 in each of the following basals: \*
  - Ginn Reading Program
  - HBJ Bookmark Reading Program (Eagle Edition)
  - Houghton Mifflin Reading Program
  - Macmillan Series r
  - Scott, Foresman Reading Program

*THE SEMANTIC MAPPER* is based on the knowledge that all learning occurs through association with what is already known. As a young child, you perhaps began to learn the concept of doggie by associating the term with four-leggedness. Thus, all four-legged creatures became "doggies." Later, perhaps you were taught to understand the parts of an atom by association with planets revolving around the sun. Semantic mapping (otherwise known as semantic webbing, or as cognitive or semantic networks) is a time-honored strategy which teaches vocabulary in this natural manner. By asking: "Where does this word fit?", the program helps students thoroughly understand the concepts behind the vocabulary.

*THE SEMANTIC MAPPER* builds on recent research which indicates that a semantic approach to vocabulary instruction is effective (Dupuis & Snyder, 1983; Eeds & Cockrum, 1985). This work, in turn, stems from the large amount of research which points to the crucial role of vocabulary in concept formation and reading comprehension (see Davis, 1972 for a comprehensive summary; also see McKeown et al., 1983; Strackbein, 1984). Most available programs use lists of words whose choice can often be described as erratic and whose instruction may occur in isolation. *THE SEMANTIC MAPPER*, on the other hand, strengthens the relationships among concepts, especially those in basal reader stories.

Vocabulary software and other vocabulary materials have traditionally used formats typical of most workbooks or duplicating masters: multiple choice, fill-in-the-blanks, or short answer. Although these practices treat vocabulary knowledge as an all-or-nothing proposition (which it is not), they survive because of the difficulty of packaging more meaningful vocabulary instruction in a format which can be easily used by teachers. *THE SEMANTIC MAPPER* is easy to use while adding the unique feature of actively teaching vocabulary through mapping. *THE SEMANTIC MAPPER* develops MAPs which explore words in greater depth than is usual in most basal workbooks or in vocabulary programs. *THE SEMANTIC MAPPER* can also be used effectively as a pre-writing organizer. MAPs can show the results of student brainstorming and organization of ideas prior to writing. Finally, *THE SEMANTIC MAPPER* can be used both as a prereading and a postreading organizer. Figure 1 (page 5) provides an illustration of a MAP.

\* Basal Package A only

## Semantic MAP Figure 1

Heading: Types of Whales  
blue whale  
killer whale  
narwhal  
humpback whale  
sperm whale  
false killer whale

Heading: What Whales Eat  
plankton  
krill  
microscopic animals  
squid  
other mammals

Map name: ALL ABOUT WHALES

Heading: Whale Characteristics  
friendly  
warm-blooded  
breathe air  
bear young alive  
fat  
smart

Heading: Where Whales Live  
salt water  
Atlantic Ocean  
Pacific Ocean  
Gulf of Mexico  
ocean  
Sea World

THE SEMANTIC MAPPER is motivating and it makes optimum use of the computer because it is:

- flexible in allowing teachers or students to develop MAPs for personal use
- interactive since it requires students to be mentally engaged while using the program
- file-based to conserve memory
- open-ended in allowing for divergent and creative responses
- adaptable to a wide variety of texts including basal readers

### COMPONENTS OF THE PROGRAM

One Teacher's Manual

One TEACHER UTILITY Program

One STUDENT UTILITY Program

\*STUDENT PROGRAM disks for grade levels 3-6 of one of the following:

- Ginn Reading Program
- HBJ Bookmark Reading Program (Eagle Edition)
- Houghton Mifflin Reading Program
- Macmillan Series r
- Scott, Foresman Reading Program

\*Basal package only

## HOW VOCABULARY IS CONTROLLED

Except for a few words which must be pretaught (mostly because their meanings may be unfamiliar to students), the Student Utility Program of *THE SEMANTIC MAPPER* contains only words which are rated at a difficulty of grade 3 or below on the EDL Reading Core Vocabulary List (Taylor et al., 1979). The vocabulary in the directions of *THE SEMANTIC MAPPER*'s STUDENT UTILITY Program and STUDENT PROGRAM (basal) disk follows:

### COMPUTER TERMS

cancel  
delete  
disk  
disk drive  
enter  
ESC  
load(ing)\*\*\*  
program  
RETURN  
save  
SPACE BAR  
user created

### PROGRAM TERMS

#### TO BE PRETAUGHT\*\*

activities  
basal  
Beginner Mapper  
Champion Mapper  
heading(s)  
MAP(s)  
menu  
percent  
phrase(s)  
press  
score(s)  
Student Disk  
Student Utility Disk  
*THE SEMANTIC MAPPER*  
topic  
type  
(Y/N)

### DIRECTION WORDS BELOW FOURTH GRADE LEVEL

a	P*	just	1	that's	1
add	3	last	1	the	P
again	1	let's	1	then	1
all	1	like	P	there	1
already	3	list	3	these	1
another	1	main	3	this	P
answer(s)	2	make	P	to	P
are	1	move	2	today	2
because	2	must	1	try(ies)	1
belong	2	name	1	turn	2
change(s)	2	new	1	two	P
correct	3	not	P	under	1
do	P	number	2	use(d)	2
doesn't	3	no	1	very	1
end	2	of	1	wait	2
finish	2	on	P	want	P
first	1	or	1	welcome	3
from	1	other	1	were	1
game	1	out	1	what	P
go	P	page	3	which	2
good	P	pick	2	wish	1
great	2	please	1	with	P
group	3	print(er)	2	word(s)	1
had	1	put	1	work	P
have	P	ready	1	would	1
if	P	reason	3	write	2
in	P	remain(ing)	3	yes	P
is	P	right	1	you	P
it	P	see	P	your	1
		take	1	you've	3

\* Numbers refer to EDL grade levels

\*\* These are technical terms which must be pretaught in order to use the program

\*\*\* Both forms are used in *THE SEMANTIC MAPPER*

You have probably found it difficult to use many computer programs with weak readers. However, *THE SEMANTIC MAPPER*'s controlled vocabulary makes the lowest level a viable tool even for students who read no higher than third grade level. Aside from the control in the directions, there is control over the basal words or phrases which the students work with in the Student Program (basal) disk. These words appear in the basal story or in previous selections of the series. Moreover, even though its vocabulary load may make *THE SEMANTIC MAPPER* inappropriate for independent use by many primary students, a teacher, or peer tutor can use it with these students by providing oral instruction in a small group.

## HELPING YOUR STUDENTS GET STARTED

### PREPARING FOR MAKING THEIR OWN MAPS

1. Become familiar with all portions of *THE SEMANTIC MAPPER* yourself before doing any activities with students.
2. Use a whole class activity to illustrate what a MAP is (see "*THE SEMANTIC MAPPER* Lesson Plan" on page 8).
3. Preteach computer vocabulary required for student use which is not already known. (See "How Vocabulary is Controlled" on page 6.)
4. If unknown, familiarize students with the keyboard. In particular, they should know where to find RESET, SHIFT, and RETURN. They should have practice using these keys and using capital and lower case letters.
5. Explain the operation of the computer if necessary.
6. If a MAP name which already exists is typed in during the save procedure, user will be told that the first MAP will be replaced by the new MAP and the first MAP will be lost unless the MAP is renamed.
7. Tell students that the maximum number of headings is 4. The maximum words allowed is 10 on the Beginner Mapper program and 24 on the Champion Mapper program, with up to 6 words or phrases listed under each heading. (These restrictions were set because of the limits imposed by screen size.)
8. Work through the computer program with the students the first time. It is the natural tendency of new users to pick an excessively broad topic for which all words chosen will fit under a single heading. Instruction will help students select words which will fit under multiple headings.
9. Students may work independently on the computer or in pairs. The latter is preferable because it allows students to verbalize their thinking and to learn from each other.
10. You may wish to have students show you their words before typing them into the computer. Thus, you could make suggestions as to word choice or spelling. The appendix provides a reproducible Beginner Mapper Worksheet ( page 39) and Champion Mapper Worksheet (page 40) for this purpose.
11. For complete operating procedures, see page 12.



## THE SEMANTIC MAPPER LESSON PLAN

Introduce your children to semantic mapping by telling them that this program will help them learn the meanings of new words. Explain the following steps in MAP construction.

1. Choose a topic which is being studied. Write it in the middle of the board. (You may use chart paper if you wish, but the board may be preferable as it allows for erasures.)

### ALL ABOUT WHALES

2. Students individually write on paper or call out as many words as they can think of which in some way relate to the topic on the board. Be careful not to unintentionally limit student thinking when defining "related to" or "belong with."

John: blue whale  
warm-blooded  
killer whale

Sue: friendly  
Shamu  
Namu

Bill: salt water  
ocean  
finback whale

3. Students dictate their words as you write them on the board. Then they decide which words belong together and they explain their decisions.

blue whale  
killer whale  
finback whale

friendly  
warm-blooded

### ALL ABOUT WHALES

Namu  
Shamu

salt water  
ocean

4. Students name the groups. If a word fits into more than one group, a decision is made on where to place it. (This step can be accomplished simultaneously with step 3.)

#### Types of Whales:

blue whale  
killer whale  
finback whale

#### Whale Characteristics:

friendly  
warm-blooded

### ALL ABOUT WHALES

#### Famous Whales:

Namu  
Shamu

#### Where Whales Live:

salt water  
ocean

5. Throughout this process, spend ample time discussing the meanings of new words through association with words which were already known. If you wish, you can focus discussion on only one MAP category. During the discussion, words may be changed from one category to another, and new words may be added.

Teacher: What are some other types of whales?  
John: Narwhal.  
Teacher: OK, I'll add narwhal to this category. Where else do we find whales living?  
Sue: I saw Shamu living at Sea World.  
Teacher: Great, Sue. I'll add Sea World to Where Whales Live.  
Bill: I saw a movie about a famous white whale but I can't remember its name.  
Sue: I know the whale's name: It's Moby Dick!  
Teacher: Excellent, Bill and Sue, I'll add Moby Dick to the Famous Whale category. We also have a book in the library titled *Moby Dick*. It is written by Herman Melville.  
John: Yes, that book is located in the fiction area of the library.  
Teacher: That is correct, John. Does anyone know what type of whale Moby Dick was?  
John: Let me think. Yes, I remember, he was a sperm whale!  
Teacher: Super job, John! I'll add sperm whale to the Type of Whale category. Can anyone think of any more 'types of whales'?  
John: Humpback, false killer ...  
Bill: Pilot whale, right whale ...  
Teacher: OK, I'm adding all those words. Everyone is thinking of so many new words. Can anyone think of any other words to add to our MAP?

Types of Whales:

blue whale  
killer whale  
sperm whale  
narwhal  
humpback whale  
right whale

Whale Characteristics:

friendly  
warm-blooded

ALL ABOUT WHALES

Famous Whales:

Shamu  
Namu  
Moby Dick

Where Whales Live

salt water  
ocean

When the teacher or the students feel the need to expand over the maximum number of allowed headings or words under the headings, it is time to teach students to use more than one MAP for the same topic. Following are two MAPs which were constructed using *THE SEMANTIC MAPPER*. \*Note that two headings are repeated so that 12 words can be listed below each.

Heading: Types of Whales\*

blue whale  
killer whale  
narwhal  
sperm whale  
false killer whale  
humpback whale

Heading: What Whales Eat

plankton  
krill  
microscopic animals  
other mammals  
squid

#### ALL ABOUT WHALES (MAP #1)

Heading: Whale Characteristics

friendly  
warm-blooded  
breathe air  
bear young alive  
fat  
smart

Heading: Where Whales Live\*

salt water  
Atlantic Ocean  
Pacific Ocean  
Gulf of Mexico  
ocean  
Sea World

Heading: Types of Whales\*

finback whale  
pilot whale  
right whale  
baleen whale  
minke whale  
gray whale

Heading: Where Whales Live\*

Antarctica  
Arctic  
Indian Ocean  
Gulf of St. Lawrence  
North Atlantic

#### ALL ABOUT WHALES (MAP #2)

Heading: Problems for Whales

whaling industry  
pollution  
increased boat traffic  
killer whales

Heading: Famous Whales

Moby Dick  
Shamu  
Namu

After the two MAPs are printed out, students can rewrite them on paper or cut and paste to make a new MAP such as the one below:

Types of Whales

blue whale  
killer whale  
narwhal  
humpback whale  
sperm whale  
false killer whale  
finback whale  
right whale  
pilot whale  
baleen whale  
minke whale  
gray whale

Where Whales Live

salt water  
Atlantic Ocean  
Pacific Ocean  
Gulf of Mexico  
ocean  
Sea World  
Antarctica  
Arctic  
Indian Ocean  
Gulf of St. Lawrence  
North Atlantic

What Whales Eat

plankton  
krill  
microscopic animals  
squid  
other mammals

ALL ABOUT WHALES

Whale Characteristics

friendly  
warm-blooded  
breathe air  
bear young alive  
fat  
smart

Problems for Whales

whaling industry  
pollution  
increased boat traffic  
killer whales

Famous Whales

Moby Dick  
Shamu  
Namu

PREPARING FOR USING BASAL MAPS

When students use basal story MAPs rather than yours or their own, follow the procedures outlined above to help them fully understand mapping. Then have students read the story before using a basal MAP. The program's goal of reinforcing story vocabulary and concepts makes prereading of the basal story necessary for its success.

## THE SEMANTIC MAPPER

There are three different diskettes in the basal package (Package A).

- STUDENT PROGRAM Disks
- STUDENT UTILITY Disk
- TEACHER UTILITY Disk

*NOTE: The STUDENT PROGRAM disks are omitted from Package B.*

1. Insert disk in drive 1 and close the door. (This could be any of the disks listed above.)
2. Turn on Apple II. The program will start automatically.
3. If a program does not proceed after you type a response, press RETURN.
4. At any time you may press ESC to return to a previous menu. A problem? Press ESC.

**STOP**

The student must have a formatted SCORES disk (if scores will be kept) and MAP disk prior to beginning the program. In the TEACHER UTILITY Section, see "Format A MAP Disk," screen 38 and "Format A Scores Disk," screen 39.

The main activity screens of each of these disks vary slightly. They appear as follows:

### STUDENT PROGRAM

Student Program Menu
<ol style="list-style-type: none"><li>1. PICK THE WORDS</li><li>2. PICK THE GROUP</li><li>3. Print the MAP</li><li>4. Print the WORD LIST</li><li>5. End</li></ol>
Press the SPACE BAR to pick. Then press RETURN.

1

*NOTE: The STUDENT PROGRAM, without a data base, is placed on the STUDENT UTILITY and TEACHER UTILITY disks so that all functions are available for MAPs that the user creates.*

### STUDENT UTILITY

Student Utility Menu
<ol style="list-style-type: none"><li>1. Write a MAP</li><li>2. Change a MAP</li><li>3. Delete a MAP</li><li>4. Print a MAP</li><li>5. Print a WORD LIST</li><li>6. Return to Main Menu</li></ol>
Press the SPACE BAR to pick. Then press RETURN.

2

### TEACHER UTILITY

Teacher Utility Menu
<ol style="list-style-type: none"><li>1. Write a MAP</li><li>2. Change a MAP</li><li>3. Delete a MAP</li><li>4. Print a MAP</li><li>5. Print a WORD LIST</li><li>6. Other Activities</li><li>7. Return to Main Menu</li></ol>
Press the SPACE BAR to pick. Then press RETURN.

3

*NOTE: If you have ordered Package B without a database, go to Student Utility on page 13 or Teacher Utility on page 20 to set up your database.*

### STUDENT PROGRAM

The purpose of THE SEMANTIC MAPPER is to provide practice for students in organizing vocabulary and ideas from stories in basal readers and/or to practice with MAPs created using the STUDENT or TEACHER UTILITY disks.

If this program is used to reinforce a basal, students should read and discuss the basal story prior to using the program.

The material is presented to the student in one of two ways: the student selects the heading for a group of words or phrases, or selects words or phrases that belong under a heading. The material is presented to the student in random order.

Each level of the basal reading program from grades 3-6 is located on a separate diskette. The stories are listed in the same order in which they appear in the basal text.

The first screen on all programs will ask for the student's first and last name. Enter each and press RETURN.

The STUDENT PROGRAM Menu gives the student five choices.

Student Program Menu
1. PICK THE WORDS
2. PICK THE GROUP
3. Print the MAP
4. Print the WORD LIST
5. End
.....
Press the SPACE BAR to pick. Then press RETURN.

4

### PICK THE WORDS

Student Program Menu
1. PICK THE WORDS
2. PICK THE GROUP
3. Print the MAP
4. Print the WORD LIST
5. End
.....
Press the SPACE BAR to pick. Then press RETURN.

5

The program may be used with MAPs from basal stories or original MAPs produced by students or the teacher.

Student Program Menu
Choose your type of MAP:
1. BASAL MAP
2. User Created MAP
.....
Press the SPACE BAR to pick. Then press RETURN.

6

If the teacher wants scores kept, the student must have a SCORES disk.

Student Program Menu
<p>If you would like to save your game scores today, then answer yes. To do this you must have a SCORES disk ready.</p>
<p>Save your scores? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>Press Y or N to pick.</p> <p>Then press RETURN.</p>

7

### Basal MAP

The story titles are presented. They match the title of the story in the basal and are entered in the same order.

PICK THE WORDS	Page 1 of 7
<p>Turn the page</p> <p>MY FRIEND CHARLIE</p> <p>ALL ABOUT FRIENDS</p> <p>THE MIXED-UP MYSTERY SMELL</p> <p>MRS. BIRDIE'S BREAD</p> <p>ROBIN AND THE SLED DOG RACE</p> <p>ABOUT DOGS</p> <p>ARION</p> <p>THE FRIENDLY DOLPHINS</p> <p>AMELIA'S FLYING MACHINE</p>	
<p>Use SPACE BAR to pick.</p> <p>Then press RETURN.</p> <p>Press ESC to cancel.</p>	

8

Since organizing information is a difficult task, students may ask to see the finished MAP first.

PICK THE WORDS	
<p>To Save A Cat</p> <p>use a pail</p> <p>use a rope</p> <p>put fish in pail</p> <p>tie rope to pail</p> <p>throw rope over branch</p> <p>pull cat down in pail</p>	<p>Good Things About Charlie</p> <p>gave Jose' half</p> <p>saved Jose'</p> <p>cried with Jose'</p> <p>saved a cat</p> <p>let Jose' pitch</p>
<p>MY FRIEND CHARLIE</p>	
<p>Press SPACE BAR to go on.</p>	

9

In this exercise, the student is asked to decide which word or phrase belongs under the heading. Although there may be up to six sets of words or phrases under each heading, the student is only asked to select four correct ones.

PICK THE WORDS
<p>throw rope over branch</p> <p>tie rope to pail</p> <p>let Jose' pitch</p> <p>put fish in pail</p> <p>pull cat down in pail</p> <p>saved a cat</p> <p>saved Jose'</p> <p>use a pail</p> <p>use a rope</p> <p>cried with Jose'</p> <p>gave Jose' half</p>
<p>To Save A Cat</p>
<p>Press SPACE BAR to pick a word for:</p> <p>To Save A Cat</p> <p>Then press RETURN.</p>

10

The program tells the student immediately the number of correct answers.

(NOTE: Feedback provided to students is minimal because research has shown that elaborate reinforcements on computer programs are not helpful after the student becomes used to the program (Noonan, 1986; Beaulieu, 1986).)

PICK THE WORDS	Score 04
let Jose' pitch pull cat down in pail saved a cat saved Jose' use a rope cried with Jose' gave Jose' half	

**To Save A Cat**

throw rope over branch tie rope to pail	put fish in pail use a pail
Very good, that's right. Press SPACE BAR to go on.	

11

PICK THE WORDS
put fish in pail   use a pail gave Jose' half

**To Save A Cat**

100 percent of your answers were correct on the first try. Press SPACE BAR to go on.
---

12

Scores are kept on a formatted SCORES disk.

PICK THE GROUP
Please put your SCORES disk in a drive.  - Press the SPACE BAR when you are ready.
Press SPACE BAR to go on.

13

## User Created MAP

Selecting this option allows students to work with MAPs that have been created with either the STUDENT or TEACHER UTILITY disk.

The procedure is the same as "Basal MAP."

## PICK THE GROUP

<b>Student Program Menu</b>
1. PICK THE WORDS 2. PICK THE GROUP 3. Print the MAP 4. Print the WORD LIST  5. End
Press the SPACE BAR to pick. Then press RETURN.

14

In this exercise, the student is given the word or phrase and asked to decide under which heading it belongs. Since this is an easier task than "Pick the Words," all words or phrases are used.

PICK THE GROUP	
To Save A Cat	Good Things About Charlie
MY FRIEND CHARLIE	
Press SPACE BAR to pick the group for: <u>let Jose' pitch</u> Then press RETURN.	

15



The student is informed immediately if an error is made. The student is given a chance to try again with the same item. If the student makes the same error twice, the correct response is given.

PICK THE GROUP		Score 0.5
<b>To Save A Cat</b> pull cat down in pail use a pail put fish in pail	<b>Good Things About Charlie</b> let Jose' pitch cried with Jose'	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">MY FRIEND CHARLIE</div>		
No, it doesn't belong in this group. Try again. Press SPACE BAR to go on.		

16

The remainder of this exercise is the same as in "Pick The Words."

### Print the MAP

Student Program Menu
1. PICK THE WORDS 2. PICK THE GROUP 3. <b>Print the MAP</b> 4. Print the WORD LIST 5. End
Press the SPACE BAR to pick. Then press RETURN.

17

Print a MAP	
<b>To Save A Cat</b> use a pail use a rope put fish in pail tie rope to pail throw rope over branch pull cat down in pail	<b>Good Things About Charlie</b> gave Jose' half saved Jose' cried with Jose' saved a cat let Jose' pitch
<div style="border: 1px solid black; padding: 5px; display: inline-block;">MY FRIEND CHARLIE</div>	
Print this MAP? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Press Y or N to pick. Then press RETURN.	

18

Students must indicate the slot number of the printer and verify that the printer is ready before they can print a MAP.

### Print A WORD LIST

The student receives a printed word list in random order. This list can be used for extension activities or vocabulary reinforcement.

Student Program Menu
1. PICK THE WORDS 2. PICK THE GROUP 3. Print the MAP 4. <b>Print the WORD LIST</b> 5. End
Press the SPACE BAR to pick. Then press RETURN.

19

The procedure is the same as in "Print the MAP."

Print a WORD LIST

---

MY FRIEND CHARLIE

saved Jose'  
 tie rope to pail  
 use a rope  
 pull cat down in pail  
 cried with Jose'  
 saved a cat  
 put fish in pail  
 let Jose' pitch  
 use a pail  
 gave Jose' half  
 throw rope over branch

---

Print this WORD LIST? ☒ Yes ☐ No  
 Press Y or N to pick.  
 Then press RETURN.

20

## STUDENT UTILITY PROGRAM

This program teaches students how to write MAPs and enables them to write MAPs of their own for other stories they have read.

There are five functions available on the STUDENT UTILITY Program. "Write A MAP" provides students with an excellent tool for organizing information, both for writing and reading.

Student Utility Menu

1. ☒ Write a MAP
2. Change a MAP
3. Delete a MAP
4. Print a MAP
5. Print a WORD LIST
6. Return to Main Menu

---

Press the SPACE BAR to pick.  
 Then press RETURN.

21

There are two types of programs for writing MAPS. The Beginner Mapper program is the easier of the two. It should be used by all students new to the program and by students who need more assistance.

Student Utility Menu

1. ☒ Beginner Mapper
2. Champion Mapper
3. Return to Main Menu

---

Press the SPACE BAR to pick.  
 Then press RETURN.

22

The student selects a topic for the MAP. This can be any topic in any subject area.

Beginner Mapper

---

What is your topic?

WHALES

---

Press SPACE BAR to go on.

23

In this brainstorming activity, students type in a maximum 10 words or phrases that come to mind when they think of the topic (WHALES).

*NOTE: Less able students may need help at this point and much practice off the computer before they can do this successfully. The time spent on this stage with students will pay off in acquiring the concept of semantic mapping - a valuable cognitive skill.*

Beginner Mapper

---

blue whale	<u>WHALES</u>
killer whale	
plankton	
krill	
warm blooded	

5 entries

---

Enter new words or phrases.  
Then press RETURN.  
(Just RETURN to finish.)

24

A simple editing program allows students to correct or change their work.

Beginner Mapper

---

blue whale	<u>WHALES</u>	breathe air
killer whale		Atlantic Ocean
plankton		Sea World
krill		squid
warm blooded		bear young alive

Changes Menu

1. Change MAP name
2. Change a word or phrase
3. Add words or phrases
4. Delete a word or phrase
5. End

Press the SPACE BAR to pick.  
Then press RETURN.

25

Beginner Mapper

---

blue whale	<u>WHALES</u>	breathe air
killer whale		Atlantic Ocean
plankton		Sea World
krill		
warm blooded		

The reason that blue whale is under the topic is because it is:

---

Type the reason.  
Then press RETURN.

26

The first word in the list is (blue whale) underlined and the student is asked to give the reason this word is under the topic of WHALES. Once the reason is given (A Kind of Whale), the student is asked if any other words belong in this group. The student continues in this way through the list of words or phrases.

*NOTE: All words or phrases may not be used since only four headings are allowed due to a limited screen size.*

Beginner Mapper

---

blue whale	<u>WHALES</u>	breathe air
killer whale		Atlantic Ocean
plankton		Sea World
krill		squid
warm blooded		bear young alive

1st group | A Kind of Whale | 10 |

Words Remaining on List

Another word in this group? ☒ Yes ☐ No  
Press Y or N to pick.  
Then press RETURN.

27

The student has an opportunity to see the MAP on screen, to make changes and to save the MAP on a formatted MAP disk.

Beginner Mapper

---

<u>A Kind of Whale</u>	<u>Characteristics</u>
killer whale	warm blooded
sperm whale	mammal
blue whale	large
	friendly
	bear young alive

WHALES

<u>Food for Whale</u>	<u>Where Whales Live</u>
plankton	Sea World
krill	salt water
squid	Atlantic Ocean
	Pacific Ocean

Press SPACE BAR to go on.

28

The Champion Mapper program is used to write a MAP when a student has skill and experience in semantic mapping.

Student Utility Menu	
1.	Beginner Mapper
2.	Champion Mapper
3.	Return to Main Menu
<hr/> Press the SPACE BAR to pick. Then press RETURN.	

29

The student is asked to enter a topic as in Beginner Mapper and Screen 30 appears.

Write a MAP	
What Whales Eat ... krill plankton squid	
<div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">WHALES</div> </div>	
<hr/> Type a new heading. Then press RETURN. (Just RETURN to finish.)	

30

The same procedure is used until four headings have been completed. If more than four headings are desired, a student saves that MAP (WHALES) and creates a new one (WHALES2). Now four more headings may be entered. See Overview page 6 for further explanation.

As in Beginner Mapper, the student is given an opportunity to make changes and to save the MAP on a formatted MAPS disk.

## CHANGE A MAP

This option is especially useful if students make numerous spelling and typing errors and do not catch them earlier. It is also useful if the student decides that a MAP could have been improved and wants to make changes. This reinforces the desirable goal of revising in the writing process.

Student Utility Menu	
1.	Write a MAP
2.	Change a MAP
3.	Delete a MAP
4.	Print a MAP
5.	Print a WORD LIST
6.	Return to Main Menu
<hr/> Press the SPACE BAR to pick. Then press RETURN.	

31

## DELETE A MAP

This option allows the deletion of old MAPs or those poorly written. The option **SHOULD NOT BE USED BY STUDENTS IF THEY SHARE DISKS**. Students should be carefully instructed in the procedure if they are deleting on their own disks.

Student Utility Menu	
1.	Write a MAP
2.	Change a MAP
3.	Delete a MAP
4.	Print a MAP
5.	Print a WORD LIST
6.	Return to Main Menu
<hr/> Press the SPACE BAR to pick. Then press RETURN.	

32

## PRINT A MAP

MAPS that have been written by students can be printed. This facilitates correction, revision or addition to MAPs. A printed copy of the MAP is useful for seatwork devised by the teacher and for use with the Extension Activities in the RESOURCE section of this manual.

Student Utility Menu	
1.	Write a MAP
2.	Change a MAP
3.	Delete a MAP
4.	Print a MAP
5.	Print a WORD LIST
6.	Return to Main Menu

Press the SPACE BAR to pick.  
Then press RETURN.

33

The program lists all the MAPs that have been saved on that disk for use. The initials in parentheses that precede the MAP name indicate the author of the MAP.

*NOTE: Initials only appear on MAPs created with the STUDENT UTILITY, not those created with the TEACHER UTILITY.*

Print a MAP	Page 1 of 1
.....	
(OK) WHALES	
.....	
Use SPACE BAR to pick. Then press RETURN. Press ESC to cancel.	

33

Students must indicate the slot number of the printer and verify that the printer is ready before they can print a MAP.

## PRINT A WORD LIST

The vocabulary developed through semantic mapping is especially important because it consists of related words and phrases, not a list of words in isolation. This helps students remember them and enriches their vocabulary. Any sound vocabulary seatwork can be conducted with the printed word lists from a MAP.

Student Utility Menu	
1.	Write a MAP
2.	Change a MAP
3.	Delete a MAP
4.	Print a MAP
5.	Print a WORD LIST
6.	Return to Main Menu

Press the SPACE BAR to pick.  
Then press RETURN.

35

To "Print a WORD LIST," follow the same procedure as "Print a MAP."

## TEACHER UTILITY

The teacher has six options: Options 1-5 function in the same manner as those already explained in the STUDENT UTILITY Program; Option 6, Other Activities, gives the teacher four more options.

## OTHER ACTIVITIES

Teacher Utility Menu	
1.	Write a MAP
2.	Change a MAP
3.	Delete a MAP
4.	Print a MAP
5.	Print a WORD LIST
6.	Other Activities
7.	Return to Main Menu

Press the SPACE BAR to pick.  
Then press RETURN.

36

### Format A MAP Disk

Other Activities	
1.	Format a MAP Disk
2.	Format a SCORES Disk
3.	See Student Scores
4.	See Class Scores
5.	Return to Teacher Utility Menu

Press the SPACE BAR to pick.  
Then press RETURN.

37

*NOTE: In order to save any MAPs written with this program, a formatted MAP disk must be prepared.*

Format a MAP Disk	
Format Disk in:	
1.	SLOT: 6 DRIVE: 2
2.	SLOT: 6 DRIVE: 1
3.	NONE

Press the SPACE BAR to pick.  
Then press RETURN.

38

The slot and drive number must be known prior to formatting. If one drive is available, usually Slot 6, Drive 1 is used. Remove the TEACHER UTILITY disk from Drive 1 and replace it with a blank disk.

In a two disk drive system, select Slot 6, Drive 2. Place the disk to be formatted in Drive 2.

### Format A SCORES Disk

This option allows the teacher to format a blank disk where the student's scores will be saved. The procedure is the same as "Format A MAP Disk," Option 1.

Other Activities	
1.	Format a MAP Disk
2.	Format a SCORES Disk
3.	See Student Scores
4.	See Class Scores
5.	Return to Teacher Utility Menu

Press the SPACE BAR to pick.  
Then press RETURN.

39

## See Student Scores

This option provides a review of students' performance on MAP activities.

Other Activities

.....

1. Format a MAP Disk
2. Format a SCORES Disk
3. See Student Scores
4. See Class Scores
5. Return to Teacher Utility Menu

.....

Press the SPACE BAR to pick.  
Then press RETURN.

40

Scores may be reviewed by the teacher and printed out for later referral. Press SPACE BAR to choose student, then press RETURN. If you answer no to print questions, Screen 41 will appear.

See Student Scores

.....

Weeks.L

- Pick the Words Total -

MAPs	Problems	Correct	Tries	Percent
1	8	6	10	60

- Pick the Groups Total -

MAPs	Problems	Correct	Tries	Percent
0	0	0	0	

Press SPACE BAR to go on.

41

## See Student Scores

.....

Weeks.L

MAP	Problems	Correct	Tries	Percent
MY FRIEND CHARLIE				
Words:	8	6	10	60

Press SPACE BAR to go on.

42

## See Class Scores

This option operates in the same way as "See Student Scores."

Other Activities

.....

1. Format a MAP Disk
2. Format a SCORES Disk
3. See Student Scores
4. See Class Scores
5. Return to Teacher Utility Menu

.....

Press the SPACE BAR to pick.  
Then press RETURN.

43





## **EXTENSION ACTIVITIES**

Off-computer activities allow for student learning when computers are in use by other students. But more importantly, off-computer activities promote transfer of learning as students apply what has been learned on the computer to their everyday lessons.

### **VOCABULARY AND COMPREHENSION EXTENSION ACTIVITIES**

If students are to adopt new words as part of their personal or subject area vocabularies, they must use these words. The following pages are examples of student activities you can use for this purpose. Each should be accompanied by teacher modeling and by abundant oral discussion.

#### **KINESTHETIC (MANIPULATIVE) EXTENSIONS**

Type of Activity:

total class, small group, or individual

Objective:

Review vocabulary by constructing a map through the kinesthetic modality  
(This activity is helpful for students who learn better when they use manipulatives.)

Materials Required:

oak tag/index cards and sentence strip holder

OR

flannel board and pellow strips (Pellow is interfacing sold at fabric stores; it is less expensive than felt, and is easier to work with.)

Procedure:

- Teacher or student makes separate cards or pellow strips for each MAP heading and word.
- Students duplicate the computer MAPs by inserting these cards into sentence strip holders or attaching them to flannel boards.

Alternative:

1. Play fish with the words before completing the above mentioned procedure.
  - Teacher or student cuts out flash cards in the shape of fish.
  - Teacher or student attaches a string to each word to serve as a fishing line.
  - Teacher or student attaches a paper clip at the end of the "line."
  - One child attaches a fish (face down) to the paper clip of the child who is fishing.
  - The fisherman then reads the word and places the fish in the sentence strip holder or on a flannel board.
  - MAPs are constructed as children take turns adding fish.

## LANGUAGE MASTER ® EXTENSIONS

Type of Activity:  
individual

Objective:

Practice going from the general to the specific by finding details when given the main idea

(Review vocabulary using auditory modality.)

Materials Required:

Language Master ® and cards (Bell & Howell)

Procedure:

- Students listen to a heading recorded on the Instructor track of a Language Master ® card.
- Students record on the Student track of the Language Master ® card the words that go under each heading.

Alternatives:

1. Teacher records the word lists on the Instructor track. Students listen to the Instructor track. Students record the headings on the Student track.
2. Teacher or students draw (or clip) pictures of MAP words on cards. Students identify the heading on the Student track.

## CREATIVE LANGUAGE EXTENSIONS

Type of Activity:

total class, small group, or individual

Objective:

Develop a deeper understanding of vocabulary through creative writing

Materials Required:

paper and pencil

OR

board and chalk

OR

LANGUAGE EXPERIENCE RECORDER<sup>PLUS</sup> by Teacher Support Software, Inc.

Procedure:

- Students write sentences, paragraphs, or longer pieces (essays, plays, telecasts to accompany videotapes, etc.), using MAP words. The following example is based on Figure 1.

### Studying Whales

Three months after attending classes on whales and their environment, Bill and Eva were off to Newfoundland to study whales. They were taught to identify the different types of whales by merely observing the difference in the whale's spout. The blue whale's spout is different from the baleen's as is the pilot's from the narwhal's. By watching carefully, Bill and Eva could discern the different whales without seeing the entire animal. Next summer they hoped to go to Antarctica to study whales and the whale's principal food, krill.

Alternative:

1. This activity can be done in an oral rather than a written fashion for students who need development of oral language skills.

## CLOZE (FILL-IN-THE-BLANK) EXTENSIONS

Type of activity:

total class, small group, or pairs

Objective:

Practice using context clues while reviewing vocabulary

Materials Required:

paper and pencil

Procedure:

- Using the writing samples from the last activity, students construct modified cloze passages by leaving the MAP words out.
- Other students fill in the missing words.

### Studying Whales

Three months after attending classes on \_\_\_\_\_ and their environment, Bill and Eva were off to Newfoundland to study them. They were taught to identify the different types of whales by merely observing the difference in the whale's spout. The \_\_\_\_\_'s spout is different from the \_\_\_\_\_'s as is the \_\_\_\_\_'s from the \_\_\_\_\_'s. By watching carefully, Bill and Eva could discern the different whales without seeing the entire animal. Next summer they hoped to go to \_\_\_\_\_ to study whales and the whale's principal food, \_\_\_\_\_.

Alternative:

1. A copy of the MAP can be provided to assist hard-to-teach students in completing the above mentioned activity.

## MAP NOTEBOOKS

Type of Activity:

individual

Objective:

Develop a way for students to monitor their progress in vocabulary learning

Materials Required:

notebook and pencil

Procedure:

- Students date MAPs and keep them in a notebook. (Notebooks are better than loose paper because they give the students a place to store their MAPs and to see their progress.)

Alternatives:

1. After each MAP, students:
  - write and illustrate words which were new to them (or for which they learned new meanings).
  - write their definitions in their own words. (This prevents mindless copying of dictionary definitions.)
  - write the new words in sentences.
2. Students follow this procedure for all MAP words rather than restricting it to new words.

**NOTE:** MAKE-A-FLASH, by Teacher Support Software, Inc., is a computer program designed to print flashcards. By using MAKE-A-FLASH and selecting Option #3, (Text Files to Flashcards) you may generate word cards of any created map.

## OUTLINE EXTENSIONS

Type of Activity:

total class or small group

Objectives:

Develop an understanding of the relationship between mapping and outlining

Materials Required:

board and chalk

OR

paper and pencil

OR

flannel board and pellow strips

Procedure:

- Students use MAPs as guides for constructing formal outlines, with MAP headings as outline headings and MAP words as entries under these headings:

I. Type of Whales

- A. blue whale
- B. killer whale
- C. humpback whale
- D. sperm whale

II. What Whales Eat

- A. plankton
- B. krill
- C. squid
- D. other mammals

III. Whale Characteristics

- A. warm-blooded
- B. breathe air
- C. bear young alive
- D. smart

IV. Where Whales Live

- A. Atlantic Ocean
- B. Gulf of Mexico
- C. Sea World
- D. Pacific Ocean

Alternative:

1. Students develop the outlines into written essays, with at least as many paragraphs as there are headings.

## STRUCTURAL ANALYSIS MAPS

### Type of Activity:

total class or small group

### Objective:

Improve vocabulary skills using structural analysis

### Materials Required:

board and chalk

OR

paper and pencil

OR

flannel board and pellen strips

### Procedure:

- Teacher starts a MAP by using common prefixes, suffixes, or roots as headings.
- Students finish the MAP by listing appropriate words under each heading.

#### UN

undress  
untie  
unpack

#### TRI

tricycle  
triangle  
tri-state

#### TION

action  
subtraction  
multiplication

#### LY

sadly  
happily  
madly

### Alternatives:

1. Teacher begins a MAP with three headings ("prefixes," "suffixes," and "roots"). Students sort a mixed list of prefixes, suffixes, and roots into the right headings.

pre  
tri  
un  
sad  
happy  
ly  
tion

#### PREFIX

#### SUFFIX

#### ROOT

2. Teacher lists words as headings. Students write other words with the same prefixes, suffixes, or roots below.

#### HAPPY

happiness  
unhappily  
unhappiness

#### TRICYCLE

tri-state  
triangle  
trimester

#### HAPPILY

sadly  
madly  
badly

3. Teacher makes a combined list of prefixes, suffixes, and roots with their definitions. Students invent words combining at least three parts in each word. Students draw their invented words.

mono  
bi  
poly  
macro

- one  
- two  
- many  
- very large

mani  
pedi  
cephalus  
micro

- hand  
- foot  
- head  
- very small

macropolypetal flower  
(large, many petaled flower)

## ILLUSTRATED MAPS/MOBILES

Type of Activity:

total class, small group, or individual

Objective:

Practice vocabulary using pictorial aids

This is helpful for students for whom word MAPs may be abstract.

Materials Required:

paper and pencil

OR

paper, magazines, scissors, and paste

OR

paper, crayons, scissors, and string

Procedure:

- Teacher selects a MAP with words which can be easily illustrated.
- Students make a small illustration by every word in the MAP.

### Types of Whales

killer whale (graphics by students)

sperm whale (graphics by students)

narwhal (graphics by students)

### What Whales Eat

krill (graphics by students)

squid (graphics by students)

## ALL ABOUT WHALES

### Whale Characteristics

friendly (graphic of friendly whale)

smart (graphic of a whale with a graduation cap perhaps?)

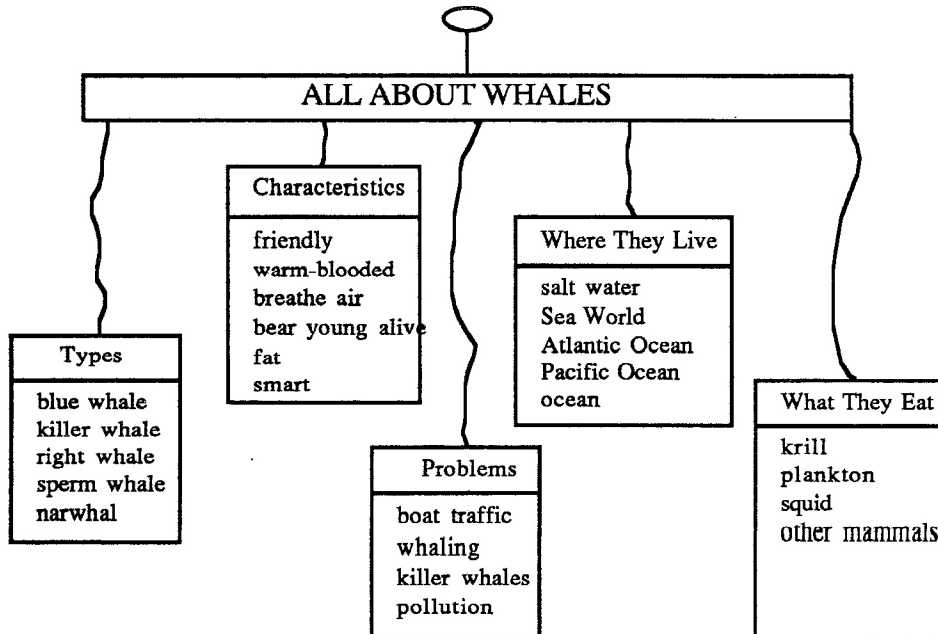
### Where Whales Live

Sea World (graphics by students)

ocean (graphics by students)

Alternatives:

1. Use cut-out illustrations instead of drawing pictures. These can be found by the students in magazines, or they can be previously cut out by the teacher.
2. Students construct mobiles, such as the one below or with any configuration the teacher or students might design.
3. Students draw or pick an illustration appropriate to the MAP theme. For example, when the theme is animals, they could write the heading on an animal's body with the words on the limbs; e.g., an octopus would be one type of animal for use.



## MAP GAMES

Type of Activity:

pairs or teams

Objective:

Reinforce relationships among vocabulary words through a game format

Materials Required:

paper, crayons/markers, thread or string (optional), oak tag/index cards or strips, spinner/die, manila folder, and scissors.

Procedure:

- MAP Trivia
  - Students make up trivia questions using the words in the MAPs.
  - Students ask each other their questions. An example for Figure 1 (page 4) might be: "I am thinking of a word which tells what whales eat."

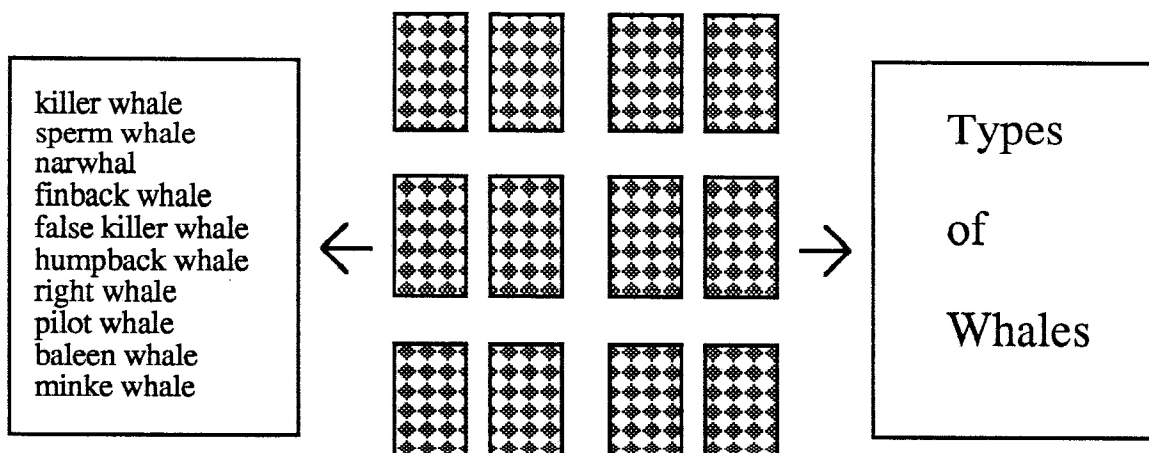
Alternatives:

1. Teacher or students make up cardboard two-piece puzzles in which riddles and answers fit together. Puzzle pieces are all cut differently to allow for self-correction.

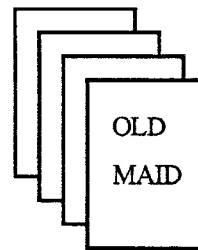
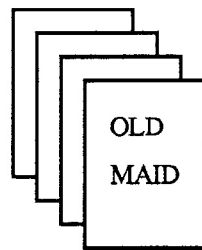


### 2. Card Games

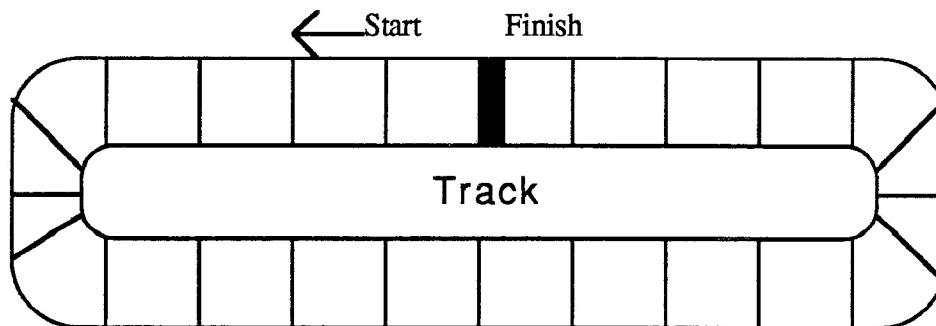
- Teacher or students make up a concentration game with each card being either a heading or the set of words which go with it.
- Players must pick two cards trying to make a match between headings and their corresponding words.
- Players who are successful can keep taking turns.
- When there are no cards left, players count their pairs.
- The player with the most pairs wins the game.



3. Cards consist of either headings or single words. Students pair any two words for which they can explain a relationship. This alternative allows for divergent thinking.
4. Teacher or students make up an old maid game using the cards from the concentration game.
  - Players leave out one card.
  - One player distributes all remaining cards to all players.
  - Players lay down any matches they have.
  - Each player, in turn, picks a card from the player to his/her left.
  - Players who get a match may pick again.
  - When there are no cards left, players count their pairs.
  - The player with the most pairs wins the game.



5. Board Games
  - Teacher uses cards made for Card Games or MAP Trivia activity.
  - Teacher makes up a generic dice-and-board game on a manila folder. The game has landing places on which students can pick a word list card.
  - Students move according to the number on the die or the spinner.
  - Students can continue taking turns if they identify the heading or add a word to the list on the picked card.
  - Student who gets to the end of the board game first is the winner.



6. Feed-through Games
  - Teacher makes a feed-through game with a large object drawn on poster board with an opening through which strips of tagboard can be fed (e.g., a lion with open jaws).
  - Teacher or students write a MAP word list on each strip.
  - Students who can name the heading for the list can feed the strip through the slit.

**NOTE:** MAKE-A-FLASH by Teacher Support Software, Inc., is a computer program designed to print flashcards. By using 3 and selecting Option #3, (Text Files to Flashcards) you may generate word cards of any created map.



## CROSSWORD PUZZLES

### Type of Activity:

pairs or individuals

### Objective:

Broaden understanding of MAP words with crossword puzzles

### Materials Required:

paper and pencil

### Procedure:

- Teacher makes crossword puzzles using MAP words in the puzzles with headings and clues.
- Students complete the puzzles.

### Alternatives:

1. Students can make their own puzzles.
2. The puzzle can be made a trivia game with puzzle clues turned into riddles.

## CAUSE-EFFECT MAPS

### Type of Activity:

total class or small group

### Objective:

Practice cause-effect patterns through the use of MAPs

### Materials Required:

board and chalk

OR

paper and pencil

### Procedure:

- The class can construct cause-effect MAPs before and after a learning experience and then contrast these MAPs.

CAUSES: JAPAN  
expansion  
need for resources

EFFECTS: JAPAN  
destroyed as a world power

## WORLD WAR II

CAUSES: GERMANY  
racism  
desire for revenge  
desire for power

EFFECTS: GERMANY  
destroyed as world power  
divided country

### Alternatives:

1. A teacher could list a cause as a topic with effects surrounding it. For example, World War II could be considered a cause. Effects on several countries could be listed around it. An effective example could have smiling as a cause with the effects of smiling surrounding it.
2. A teacher could list an effect as a topic with causes surrounding it. For example, World War II could be considered an effect. Causes originating in several countries could be listed around it.

## COMPARE-CONTRAST MAPS

Type of Activity:

small group or total class

Objective:

- Promote oral language development
- Practice comparing and contrasting

Materials Required:

text, paper and pencil

Procedure:

- Students in small groups construct MAPs all on the same topic being studied.
- Groups compare their MAPs.
- Teacher follows this up with discussion comparing and contrasting student MAPs.

Alternative:

1. Follow the same procedure with individuals rather than small groups constructing the MAPs.

## RHYMING MAPS

Type of Activity:

total class or small group

Objective:

- Practice phonetic analysis skills
- Develop a bank of rhyming words as a prewriting activity

Materials Required:

board and chalk

OR

paper and pencil

Procedure:

- Teacher selects a poem with rhyming words.
- Teacher uses rhyming words as headings.
- Students list words which rhyme with the words in the headings.

Tack  
back  
sack  
track  
black

Clock  
dock  
flock  
tick-tock  
sock

### RHYMING WORD BANK

Mop  
drop  
flop  
slop  
pop

Dip  
sip  
drip  
flip  
clip

- Students write poems using the rhyming word bank to help with additional lines.

The frightened boy had sat on a tack.

\_\_\_\_\_ back.

\_\_\_\_\_ track.

## SENTENCE CONSTRUCTION EXTENSIONS

### Type of Activity:

total class, small group or individual

### Objective:

Develop a bank of vocabulary words for use in sentence construction

### Materials Required:

board and chalk

OR

paper and pencil

### Procedure:

- The class develops word banks for different parts of speech. Thus, rather than learning definitions of parts of speech (a boring and relatively ineffective task), students can learn inductively. The following example is an expanded MAP constructed by merging two MAPs.
- Students then construct sentences using the word bank. Silly sentences can be accepted.

#### Article

the  
a

#### Adjective

beautiful  
gigantic  
flowery

#### Noun

bush  
skyscraper  
dictionary

### PARTS OF SPEECH

#### Verb

skip  
hope  
read

#### Adverb

happily  
energetically  
deceitfully

#### Preposition

in  
of  
after

### Alternative:

1. For hard-to-teach students, MAP headings can be organized in sequence as they would appear in a sentence. The above example could be extended to repeat articles and nouns after the preposition. Thus, complete sentences could be constructed from the word bank sequentially.

## CONTENT AREA MAPS

### Type of Activity:

total class or small group

### Objective:

Introduce content area vocabulary

### Materials required:

board and chalk

OR

chart paper and marker

OR

flannel board and pellow

### Procedure:

- Teacher decides on most important content area vocabulary to be learned.
- Class constructs a MAP with teacher direction.
- Teacher adds core words which were not mentioned by the class.

### Alternative:

1. For closure or review, the class constructs a MAP after the presentation of the lesson.

## ENRICHMENT ACTIVITIES

Advanced students need challenging activities to deepen their understandings of words. Although the general extension activities can all be adapted for these students, examples specifically intended for advanced students are included in this section.

### ANALOGY MAPS

Type of Activity:

total class, small group, or individual

Objective:

Deepen understanding of MAP words by drawing analogical relationships among them

Materials Required:

chart paper and marker

OR

board and chalk

OR

paper and pencil

Procedure:

- Teacher instructs students in patterns of analogical thinking (e.g., synonyms, antonyms, familial, part-whole, action-object, or sequential).
- Teacher selects a previously constructed MAP from which analogies could be drawn with ease.

#### General Term

cow  
deer  
horse

#### Male

bull  
stag  
stallion

### MAMMALS

#### Female

cow  
doe  
filly

#### Offspring

calf  
fawn  
colt

- Students decide what relationships are present in the MAP.
- Students construct analogies from the MAP.

Cow is to calf as doe is to \_\_\_\_\_.

Alternative:

1. Students who have become adept at this process can create MAPs specifically intended for completion of a given type of analogy. Other students can then use them to make up analogies.

## TEACHER PLANNING ACTIVITIES

Teachers and students can use *THE SEMANTIC MAPPER* for organizational purposes as well as for vocabulary development. The activity in this section is an example of an organizational MAP.

## TEACHER PLANNING MAPS

Type of Activity:

teacher planning

Objective:

Organize a teaching unit

Materials Required:

pencil and paper

Procedure:

- Develop a MAP with instructional categories as headings, and details as the words below.

### Sources

previous yearbooks  
encyclopedias  
social studies text

### Activities

food fair  
sports events  
Greek play

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## BEGINNER MAPPER WORKSHEET

NAME \_\_\_\_\_

TOPIC \_\_\_\_\_

WORDS:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_





4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_





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